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ABSTRACT

Information and statistics on community colleges in the southern United States are presented in this paper. First, trends in the member states of the Southern Regional Education Board (i.e., Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia) are presented, including a ninefold increase in student enrollments between 1963 and 1982; an increase in the number of community colleges from 222 to 413 during the same period; and an increase in the proportion of national community college enrollments coming from the 14 southern states from 16% in 1963 to 27% in 1982. Next, profiles of community college education in each of the states are presented, including data on the number of colleges in the state, enrollment trends over the last two decades and projections for the future, brief histories of developments in the community colleges in the last 20 years, the strengths and weaknesses of the colleges, and strategies for future consolidation and growth. Finally, a summary of trends and problems in the colleges highlights a change in seven states from giving little or no attention to community colleges to having well-developed state systems; minority student participation at the colleges at levels equal to or higher than their ratio to the total population; and the need to improve developmental/remedial education and articulation with secondary schools. (HB)

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Community Colleges in the South

by

James L. Wattenbarger

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JC 840 429

Community Colleges in the South
by
James L. Wattenbarger

The Sun Belt has moved during the past twenty years to a higher relative place in almost every statistic when compared to the remainder of the United States. Community colleges are an excellent example: In 1963 there were 222 institutions in the southern region as reported in the American Association of Junior College's *Directory*; in 1982 there were 413 institutions reported in the American Association of Community and Junior College's (AACJC) *Directory*.

The states included in this analysis of community colleges in the southern region are the 14 states which are members of the Southern Regional Education Board (SREB). The SREB states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. These same states are also members of the Southern Association of Colleges and Schools (SACS) except for Arkansas and West Virginia, which are members of the North Central Association, and Maryland, which is a member of the Middle Atlantic States Association. The Southern States Work Conference (SSWC), an organization that met annually for a number of years, included all of the SREB states except Maryland. This analysis will refer to a report of the SSWC published in 1962 as one source of data (Wattenbarger and Godwin); other data come from the AACJC *Directories*, SREB reports, and from personal correspondence.

As can be seen in Table 1, these 14 states included 16 percent of the nation's junior college enrollment in 1963 and 27 percent of the total national enrollment in 1982. During the same period the percentage of the total number of institutions located in the SREB states increased from 31 percent of the national total to 34 percent. State plans for community college development have been implemented in most of these fourteen states. In terms of access and availability the southern community colleges have followed the patterns of community college development that are typical of such junior college pioneering states as California, New York and Illinois. A short review of each of the SREB states provides basic information which will be summarized at the end of this discussion.

Table I

Total Enrollment (October) of Community/Junior Colleges in Southern States, 1963, 1973, 1982

	October 1963	October 1973	October 1982	Percent Increase (63-82)
Alabama (1, 2, 3)	2400	32318	216432	9018
Arkansas (1, 3)	2175	5660	12928	594
Florida (1, 2, 3)	40475	134813	219428	542
Georgia (1, 2, 3)	8980	27623	45239	504
Kentucky (1, 2, 3)	8487	16446	23814	281
Louisiana (1, 2, 3)	53	9866	14163	26723
Maryland (3)	9901	62437	100526	1015
Mississippi (1, 2, 3)	12624	27679	42092	333
North Carolina (1, 2, 3)	9156	72406	122246	1335
South Carolina (1, 2, 3)	2667	29627	43882	1645
Tennessee (1, 2, 3)	2313	21770	51845	2241
Texas (1, 2, 3)	43403	161501	320069	737
Virginia (1, 2, 3)	2191	58120	108731	4963
West Virginia (1, 3)	1683	8032	19787	1176
	146508	668298	1341192	915
Percent of Total U.S.	16	21.3	27	

1 - SSWC; 2 - SACS; 3 - SREB
Source: AACJC Directories.

Table II

Number of Community/Junior Colleges Reported for 1963-1982*

	1963		1982	
	Public	Total	Public	Total
Alabama	2	8	44	47
Arkansas	4	5	9	11
Florida	29	32	34	38
Georgia	9	19	16	23
Kentucky	8	16	14	19
Louisiana	0	1	5	5
Maryland	12	17	19	20
Mississippi	17	27	18	21
North Carolina	4	19	57	65
South Carolina	0	6	23	26
Tennessee	0	7	13	19
Texas	33	45	68	72
Virginia	7	17	34	35
West Virginia	1	3	10	12
	126	222	354	413
Percent of Total U.S.	28	31	33	34

Source: AACJC Directories.
*Includes campuses of multi-campus colleges.

ALABAMA

At the present time the Department of Postsecondary Education in Alabama lists 21 state community and junior colleges and 29 community and technical colleges, making a total of 50 two-year public institutions. Six of these, however, appear in both lists, reducing the total to 44 two-year colleges. There are also four private two-year colleges listed. The Department lists 43 state supported two-year colleges, listing the Alabama Industrial Development Training Institute separately. The total FTE for Fall, 1983, was almost 50,000 students in the community, technical and junior colleges.

These colleges date their origins to a series of laws passed beginning in May, 1963, that provided for a system of junior colleges and for a state committee on junior colleges. This committee outlined seven points of agreement: 1) The roles of the junior colleges and trade schools should be clearly defined relative to coordinating the activities of both, 2) the trade schools should perhaps offer some form of general education, education for citizenship, and education for cultural improvement, 3) junior colleges should provide for: (a) a two-year course preparing students for senior college courses in liberal arts or preprofessional fields, (b) a program of one or more years of terminal or vocational technical education, (c) a two-year course of general education, (d) a program of adult education, 4) a state-wide study should be made to determine the need for post-high school education in Alabama. From this study should come a master plan for junior college development in Alabama, 5) the entire field of trade and industrial education in the secondary schools should be reviewed in terms of its relationship to the technical-vocational phase of the junior college program, 6) financing of the junior colleges should be as follows: two-fifths from the state, two-fifths from the local area, and one-fifth from student fees, and 7) accreditation should be considered from the beginning.

Although a number of changes have developed since 1963, the direction in Alabama has been toward implementing the planning already begun. A continuing problem has been the rivalry between the technical institutes and the junior colleges. The 1962 report included a short description of the situation in Alabama characterizing junior college education as an "impeding development" and recognizing that pressures were building up for that development. A commonly held position in Alabama at that time was that funds were not generally available for such an expansion of higher education and that funds for other institutions should come first, not community colleges.

The 1983 situation has not changed in the following respects: there is still confusion relating to various institutional roles relative to vocational-technical education and there are still available only limited funds for postsecondary education. The state-wide study which was called for never got "off the ground." In a 1969 article, Graham presents an optimistic view of progress in Alabama and reports that opposition from the older colleges and universities had diminished. He emphasized the need for better financial support, however.

The newly appointed (1984) Chancellor in Alabama has established task forces in the following areas: administrative and program realignment; articulation for postsecondary and higher education; business and industry council for economic development; futures planning; high technology; partnerships for excellence; postsecondary policy review; prison education; professional development; and, program assessment and curriculum development.

These above areas will require the attention of educational leaders in many other states as well. The Alabama colleges will be working on them during 1984.

ARKANSAS

There was little reference to Arkansas in the 1962 SSWC report; only four public junior colleges were listed at that time. In 1983, however, ten public two-year colleges were in existence; seven of these were designated as community colleges and three others were classified as university branches. Two private colleges, both church related, are listed in the 1982 total. The twelfth college, a community college, opened in 1983. A 1969 report (Yarrington) points out that a 1965 law provided enabling legislation for Arkansas but that only two colleges had been established at that time with five more since that date.

Very conservative planning has been a characteristic of community college development in Arkansas, and there is little expectation of change in the immediate future. Current problems that are recognized in this state include: a need to identify a source of funds for maintenance of buildings (local funds are used to build the campuses but such funds provide only limited continued support); increased emphasis upon articulation arrangements; and concern for comprehensiveness in the community college program. These concerns are similar to those found in neighboring states which have financial structures that are recommended through state agencies responsible for higher education.

Two new articulation agreements, one in liberal arts and one in elementary education core curriculum, have been activated. These agreements will involve eight institutions in the state in the liberal arts core curriculum and seven institutions in the elementary education core. These agreements were adopted in 1984.

FLORIDA

Since 1962 Florida has experienced a rapid growth in all socio-economic areas. The community colleges are a prime example. There are 28 community colleges in Florida, several of which are multi-campus colleges. The state plan established in 1957 was fully implemented by 1968. Expansion since that time has been through creating multiple locations rather than establishing new institutions.

A new State Board of Community Colleges with broad coordinating authority was created by the 1983 Legislature. Authority includes control over budgets, program approvals, and the appointment and dismissal of presidents. The growth of community colleges in Florida has been steady and incremental. Individual colleges have experienced occasional decreases, however. A new state planning agency, the Postsecondary Education Planning Commission (PEPC), was established to recommend policy positions to the State Board of Education and to the legislature. The Board has placed emphasis on access, articulation (especially between the K-12 system and the community colleges), high technology programs, program review procedures, quality indicators, use of testing as a basis for recognizing completion of programs, strategic planning, and developmental education. Continued growth is expected in the Florida community colleges with almost two thirds of all students in postsecondary education enrolling in these colleges.

The place of community colleges within the total system of education in Florida is clear and assured. Their growth will continue as their responsibilities are defined and redefined. Increased attention will be given to program review, academic skills testing, placement of graduates, and other measures of accountability.

GEORGIA

The University System of Georgia lists 15 junior colleges in its 1983-84 budget summary; a 16th college is DeKalb Community College which is operated by the local school board. In addition to these public colleges, there are seven privately supported junior colleges, for a total of 23 institutions. The 15 junior colleges represent 16 percent of the total University System enrollment and received 10 percent of the general operations budget for 1982-83. The DeKalb Community College enrollment approximately doubled the total junior college enrollment in the state.

With the exception of DeKalb, Georgia's junior colleges have always been a part of the University System and often have added a third or fourth year in an expansion movement into baccalaureate degree granting institutions. This potential expansion along with the separate development of vocational and technical schools has caused some observers to question the dedication of Georgia's junior college to more traditional community college value systems. These questions result in a continuing pressure for a "study of junior colleges" in Georgia. The Board of Regents has developed its own plan for junior colleges with the objective

of providing "a system of public higher education that is not only programmatically comprehensive but also readily accessible to the state's population." (Board of Regents, p. 3). The Governor's Committee on Postsecondary Education has also given special attention to educational needs at this level.

The recent (1984) meeting of the sate legislature turned down a request to incorporate DeKalb Community College into the University System, thereby relieving local taxpayers from that responsibility for support. The controversy over current expansion continues. The need to relate the community colleges to the vocational schools is also a continuing problem. Some feel that the governance structure inhibits the development of comprehensive programs within the community colleges.

Georgia junior colleges have experienced a smaller percentage of growth than those in other states since 1962, but the growth has been over 500 percent. With increasing interest in high tehcnology, a new phase of development may be in the offing for Georgia's junior and community colleges.

KENTUCKY

Thirteen community colleges constitute the University of Kentucky Community College System. In addition, Eastern Kentucky University maintains an "Office of Community College Programs" which is classified in the *Directory* as another institution. There are five private colleges, providing a total of 19 institutions.

The basic law authorizing the System was passed in 1962, which constitutes the basic line for this comparative study. Since that time the University of Kentucky has been responsible for the System that has been established during the period of this report. Several of these colleges, however, formerly operated as municipal colleges or university extension centers. Two other colleges have been authorized by the General Assembly to be included in the system but have not yet been established.

These colleges currently enroll almost twice as many women as men. They place a great deal of emphasis upon career programs relative to local manpower needs. A feature of the system is a single catalog for the Community College System which lists catalog materials and program listings for all colleges.

The students served are typical of community college students in most institutions in the nation. They have an average age of 26 years and a majority are enrolled in occupational programs.

Problems considered to be currently pressing include the usual finance problems and the relationships to be developed in each community.

LOUISIANA

In 1962 Louisiana had no public junior colleges and only one privately supported institution with an enrollment of 53 students. The recent *Directory* lists five public junior colleges (no private ones) which report an enrollment of 14,163 students. Interestingly, two of these colleges indicate that they began operation in 1960, the other three report a 1967 start. No reference is made to Louisiana in the 1962 study but the 1968 report traces a history of authorization which dates back to 1928. Several former junior colleges have now expanded into bachelor degree granting institutions.

A major factor in the slow development has been the lack of appropriations to operate these institutions. Several locally supported colleges have been established, a municipal one in New Orleans and two or three Parish-sponsored extensions of local high schools. University extensions have also been established as junior colleges with varying degrees of success.

Currently the Board of Regents is responsible for coordinating the postsecondary institutions in the state, while the Board of Trustees for state colleges and universities is responsible for operating some of the state institutions, with separate Boards for Louisiana State University and for Southern University. The state has not changed a great deal in its commitment to support at the junior college level, according to current opinion. This is the one southern state that has not developed this level of education to any great extent, with only one comprehensive community college operating at the present time

MARYLAND

The community colleges in Maryland report a history of development dating back to the early 1950's. Twelve public colleges were in operation in 1962 and 19 are currently operating. (Actually there are 17 institutions, one has three campuses.) The five private junior colleges (all Roman Catholic) have been replaced by one independent junior college in the current report. The SSWC report did not include the state of Maryland and no references were made to that state; however, the Yarrington report in 1968 included a chapter which dated Maryland's junior college growth back to 1931. The steady development of community colleges in Maryland is documented in an annual report and updated master plan that is one of the most complete documents of its kind. Statewide authority for community colleges is vested in the State Board for Community Colleges with 15 local governing boards (one board operates three separate colleges and two other boards have multi-campus institutions) and with coordination with the rest of postsecondary education under a State Board for Higher Education.

The mission of the system is clearly delineated in the Statewide Plan for Postsecondary Education and is specifically described as follows: to provide high quality transfer and career programs as well as continuing education and community service in response to local educational needs at low tuition to students. It is the responsibility of the State Board for Community Colleges to coordinate the 17 colleges to accomplish this mission. This system currently serves more than 100,000 students; two-thirds of these are part-time students. The age range of these students varies from 15-99, with 43 percent of the total enrollment in the 20-29 year old group.

The support for these institutions comes from both state and local sources with an almost equal division of effort from each source. The 1984 General Assembly increased the community college appropriation by approximately 10 percent over previous years (more than $5 million).

In listing the current strengths of the system, the following are mentioned: 1) a systematic and continuing process for collecting student outcome data, 2) a notably competent faculty, 3) evidence of strong local support, 4) an emphasis upon access and geographic availability, 5) excellent physical facilities, and 6) diverse and responsive courses of instruction.

The areas requiring attention are also described: 1) new strategies for addressing critical manpower training and retraining areas, 2) development of new linkages with recently developed state manpower training entities, 3) relating existing community college functions with new state and federal job training partnership acts, 4) developing new instructional formats attuned to identified manpower training needs, 5) continual emphasis on comprehensiveness, 6) new mechanisms for communicating the comprehensive community college mission, and 7) maintain modern equipment required in training individuals in a technological society.

These summaries provide an excellent review of current direction in Maryland. The annual master plan updates progress and reexamines the direction for the future.

MISSISSIPPI

One of the oldest community college systems in the nation, Mississippi junior colleges have increased in percentage of growth more slowly than some of the states with more recent development. No new public junior colleges have been established since the 1962 report; however, one college now reports three campuses while another college no longer exists. The 1982 total is 16 public junior colleges with 18 campuses. There were ten privately supported colleges reported in 1962 but only three in 1982, making an overall total of 21 colleges and campuses reported in the 1982 *Directory*. A plan to include Utica Junior College as a part of Hinds Junior College District will reduce the total to 15 public junior college districts with 18 campuses.

The 1962 report stressed the need to extend educational opportunity and illustrated Mississippi's progress in this regard. By tracing the history back to 1910, when the popularizing function

as well as the egalitarian purpose was stressed, the author of the Mississippi chapter (L. O. Todd) illustrated the basic value system of these institutions. Knox Broom, an early leader, called the junior colleges the peoples' colleges. That purpose has remained in the forefront of the entire development.

The 1968 study records a shift in financial support to increased state support, a shift which has continued through the present time. The need for increased state support for programs other than those traditional to the junior college is apparent to one who examines the Mississippi program.

Among the current problems are the need to establish new campuses in urban areas, the need to assure that the total population receives appropriate educational programs including developmental education, the need to emphasize lifelong educational opportunity, and the need for improved faculty development programs.

NORTH CAROLINA

Although junior colleges were established in North Carolina in 1928 and in 1947, there was little development prior to 1962. Only four public colleges were listed in 1963 along with 15 privately supported ones; however, a rapid development was occurring in the establishment of industrial education centers. The Community College Act of 1963 provided a basis for coordinating these diverse directions for postsecondary education. Three of the existing community colleges became four-year institutions and 20 industrial education centers, along with three community colleges, formed the beginning for the 57 institutions listed in the 1982 *Directory* and the 58 currently listed. These are classified as 24 community colleges offering a comprehensive program of studies including a two-year transfer program and 34 technical colleges or institutes offering the same curriculum except for the transfer programs. In the early development there were three types of institutions provided: industrial education centers authorized to provide vocational, trade and adult education programs; technical institutes, authorized to offer two-year technical programs in addition to vocational, trade and adult education programs; and community colleges, authorized to offer two-year Associate in Arts, Associate in Fine Arts, and Associate in Science degrees in addition to two-year technical programs and vocational, trade and adult education programs. In 1979 the industrial education centers were discontinued and none currently exist; technical institutes were authorized to change their names to technical colleges and to request state legislative approval to convert to community colleges. The 1979 law also established a separate state board for community and technical colleges, called the State Board of Community Colleges.

The twenty year period since 1962 has seen tremendous growth and development in North Carolina's two-year colleges. The current total enrollment exceeds 600,000 students (one in every seven adults in the state) with 90 percent of the FTE enrollment taking vocational-technical training. Only seven percent are in transfer programs. Training in more than 220 different occupations is available.

North Carolina's community colleges are active in job training, literacy education, and in college transfer programs.

The three major issues as listed by State President Robert Scott in a recent speech are: 1) The need to communicate needs to the public, 2) the need to rethink the mission statement in light of current economic and political climate, and 3) the need to discover other sources of support.

SOUTH CAROLINA

Another state that has moved from little or no opportunity in 1962 to a mature, growing and still developing system of community colleges in 1981 is South Carolina. There were no public two-year colleges in 1963 and only six privately supported ones; there are now 23 public colleges reported in the *Directory* and three private ones, for a total of 26 institutions. Actually there are 16 public colleges, one with 3 campuses and one with two campuses; and there are also five campuses of the University of South Carolina included in the public group; these all make a total of 24 campuses for public junior colleges.

South Carolina has placed heavy emphasis on postsecondary technical education, beginning with the West Committee report in the early 1960's and continuing to the Act which established the State Board for Technial and Comprehensive Education in 1972. The Act (1968) also authorized the addition of college-parallel programs to the existing technical programs.

Thus the Technical Education Center (TEC) program established in order to develop full state coverage (by regions) in a planned way became the basis for the orderly development of a community college program. A characteristic present during the entire development has been a strong state leadership role; a second emphasis has been the strong emphasis on business and industrial training needs. Training in more than 160 areas is currently provided. The state office reports that 85 percent of the graduates are employed, with an average salary of $13,105 in 1982. Each of the 16 institutions carries out special areas of study related to specific industrial needs. These are supplemented by special programs which are specifically developed by the local college for industrial training.

While the 1982 FTE enrollment was almost 33,000 persons, the total present enrollment is almost 160,000 persons. These are about equally divided between men and women. These statistics do not include the campuses of the University of South Carolina.

The continuing problems in South Carolina are similar to those in other states: a concern for finanical support, complicated in some part by the dualism of the University of South Carolina extension system; a concern for developing new programs for the current business an industrial training needs; a concern for remedial education; and a concern for faculty development.

TENNESSEE

Tennessee is another state where the entire community college development has occurred since 1962. In fact, the first three community colleges were established after the 1965 session of the Legislature. These were established under the control of the State Board of Education which also had responsibility for Technical Institutes and area vocational-technical schools.

A 1972 law created a Board of Regents to govern the State Universities and the Community Colleges. Ten community colleges were to be responsible to this Board. In 1983, four technical institutes and 25 area vocational-technical schools came under the Board's control. These were in addition to six state universities.

The 1982 enrollment reported for the ten community colleges was about 34,000 persons, 61.5 percent of which were women with an average age of 26.5 years. About 40 percent of the total were part-time students.

The Board of Regents, along with the Board of Trustees of the University of Tennessee, is under the coordinative supervision of the Tennessee Higher Education Commission (THEC). THEC establishes mission, scope, and general policies relating to postsecondary education. A major controversy has been the relationship between the technical institutes and the community colleges. The recent change in governance is an attempt to alleviate this area of controversy.

Major current problems center around the limited financial support. Serious financial needs have been identified within the system. A second concern is in the transfer of the vocational and technical program from the State Board of Education's control to the Board of Regents control. The integration of institutions within a defined geographical region is a specific objective with a "lead" institution to be designated in each region.

Tennessee has taken definitive action in trying to solve the dualism of community colleges and vocational-technical centers and institutes. No other state has been willing to take this step.

TEXAS

Texas community college development has been in operaton for a long time. An early court decision in the 1920's established a legal basis for public tax funds to be used in supporting a junior college; hence, local orientation, specifically local financial support, has been basic to the junior college development in Texas.

Total local orientation was challenged in 1965, however, when a Governor's Commission on Education beyond the high school recommended a stronger coordinating board at the state level. One of the problems mentioned then was the trend for junior colleges to be adolescent senior institutions. There was a desire to stop that. By 1962 there were 33 public junior colleges in Texas and 12 private ones. The 1982 *Directory* lists 68 public institutions and four private colleges. This figure includes 47 junior colleges, six with multiple campuses, four campuses of Texas State Technical Institute, and two branches of Lamar University. One new college is currently being organized. These institutions currently enroll over 320,000 persons.

The Coordinating Board, Texas College and University System, is the state agency responsible for coordination and policy development. This Board has developed a long range plan for community colleges in the state and recommends appropriations to the legislature. The Texas Education Agency is responsible for the approval of technical-vocational programs and for funds to operate them.

Financial support in Texas is based upon a differentiated formula which provides for the diversity of costs of academic and vocational-technical programs with factors ranging from 1.0 to 4.00 in 18 different categories.

The Coordinating Board has also developed a concern for pre-college preparation and for articulation. Quality has been given major attention. There is a continued concern for the extent of local financial participation.

VIRGINIA

Virginia was another state that was slow in getting started in community college development. After experimenting with several types of branch campuses, extension centers, and university junior college structures, in 1966 Virginia created the Virginia Community College System (VCCS). The State Board for Community Colleges approved a state plan for college development with all areas in the Commonwealth included in the 23 community college districts.

The total enrollment (headcount) reported by the VCCS for 1982-83 was 183,074 persons in the academic credit category and another 237,000 in the non-credit category, for a total of over 420,000 persons served in the 23 colleges, five of which have multiple campus organizations. There is one university branch campus of the College of William and Mary still in existence. The largest college in the Commonwealth is Northern Virginia Community College with almost 35,000 students.

There has been great pressure on the Virginia community colleges to provide "useful occupational and technical training." An Industrial Training Division of the VCCS offers training and assistance for new and expanding industries in the Commonwealth.

The continued problems with adequate financing dominate all comments reported by those who work in the System. The growth of the System places it among the top systems in the nation in terms of service to its constituents.

WEST VIRGINIA

This state did not develop any community colleges until the 1970's. Several studies, one as early as 1945, recommended the establishment of community colleges but none of these resulted in any action. Legislation in 1961 authorized the creation of two-year branch campuses. While several of these were established, only one seemed to be successful and that success was not in the area of occupational education. Repeated emphasis on the need for occupational education resulted in one other locally oriented junior college.

A study for the West Virginia Board of Regents in 1971 called for the establishment of ten comprehensive community college regions to be operated under the Board of Regents. A result of these recommendations is the current operation of three community colleges operated as separate institutions and six community colleges operating as units of one of the state colleges or universitites, for a total of nine colleges, one with two campuses.

Ten thousand persons are enrolled in the three community colleges with about 45 percent in career technical programs. A total state enrollment in career programs, including the university operated community college units, is reported at approximately 12,000 students. Another basis for evaluating two-year enrollment in West Virginia, (since the universities do not report these community college units separately in Board of Regents statistics), is to look at the total number of Associate degrees awarded. In 1982-83 there were 2,021 Associate degrees awarded with 737 of these from the community colleges. Over 60 percent of these were awarded to women.

One obvious conclusion is that the statistics as currently reported do not reflect in a clear way the scope of the community college program in West Virginia. The universities could report the statistics separately and thus clarify the role of the community college.

SUMMARY

The 20 year period between 1963 and 1983 has been a time of rapid growth for community colleges in all parts of the nation. However, the southern region as represented by those states that are members of the SREB has experienced even greater growth than the rest of the nation. Seven of these states—Alabama, Kentucky, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia—began the 20 year period with little or no attention to community colleges. These seven now have well developed state systems. One state, Louisiana, had no two-year colleges in 1963 and only one or two in 1983; little growth has been evidenced. Several other states—Florida, Georgia, Maryland, Mississippi, and Texas—have provided not only regional but national models for well planned and steady development of community colleges. This area of the nation has provided greatly increased educational opportunity to the citizens who live there. The vocational and technical training opportunities have no doubt affected the development of business and industry in the Sun Belt region.

The opportunities for women and for minorities (blacks and Spanish-speaking) are well documented. Percentages for women students and women graduates exceed the 50 percent mark in almost every state. Minority students are in attendance at levels equal to or higher than a similar ratio of the total population in almost every one of these states. Continued opportunity for older people is also well noted. Access to higher education is considerably better in 1983 than it was in 1963 in every one of these states.

The SREB has sponsored conferences, workshops, and research studies during these years which have encouraged state legislatures to provide careful attention to this level of education. A number of the Board's publications reflect this support. The SSWC sessions were particularly instrumental in such states as West Virginia, Alabama, North Carolina, Virginia, and Georgia. No attempt to develop a formula or model to be emulated was made, but the expansion of knowledge for state leaders relative to this level of education was important. The SACS, through its accreditation process, also has provided a continued and subtle pressure for the development of community colleges which fulfill their stated mission.

It is important to note that state-level planning and coordination has been the most important factor in the growth of community colleges in the southern region. Those states which have established a state agency for planning community colleges have seen the greatest growth.

Among the concerns at the present time, financial support for higher education in general has the top place. This is not surprising since ten of the southern states as reported by the SREB underutilize their potential for taxation at a level of 85 percent or less. Only ten of the remaining states in the nation fall into this same category. None of the SREB states utilize their taxing ability up to 100 percent (Maryland is at 99.4 percent, the highest in the region); thus it is not surprising that adequate financial support is a problem.

Another well-recognized problem in the region is the need for developmental or remedial education. All of the colleges report some programs in this area. Concern for helping individuals to achieve to their maximum is a major concern. Improved articulation with the secondary schools is another concern and special attention to this problem is needed in most of the southern states.

Improvement of access has been greatly improved in the region; the multi-campus college has become a primary avenue for expansion and thus in improving access. Some colleges in rural areas have found that they can serve their citizens better if they provide classes in locations away from the main campus; the urban colleges have almost automatically established multiple campuses.

The duplication of services represented by university branch campuses continued to be a problem in only three or four states. For the most part, this duplication is no longer a major concern. However, the relationship with postsecondary vocational and technical schools is still a problem in many of the southern states. Tennessee's recent changes in governance represent one attempt to alleviate this problem.

The future directions are clear. There will be a continued concern to define more completely the mission of the community colleges. A part of this activity will be to educate more people to the need for this level of education and to the community college's record of performance. There will also be a number of attempts to develop better linkages between the community colleges and business and industry. The need to maintain institutions that are constantly aware of and sensitive to the training and education needs in their own communities is a prime area of importance and concern.

A final area of concern is the continuing attempts to define quality. Placement of graduates, testing of students, employer evaluations, students reactions—all of these and new ones to be developed will be used to measure quality. And out of these may come a better definition of quality itself.

The southern region has experienced a record of growth in community college education that needs further documentation. This brief analysis provides a start in this process; it is hoped that other studies will be forthcoming.

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